**University of West Alabama**

**COE**

**5E Lesson Plan**

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| **Teacher:** Davina Irvin  **Date:** January 21, 2018  **Subject area/course/grade level:** Physical Education and English Language Arts Integrated Lesson for 2nd grade  **Materials:** One of each per team: Laptop or iPad, hula hoop, jump rope, basketball, Lego, bean bag, cone, Frisbee; 1 projector, 1 laptop, T-chart, 1 red and green sticky note for each student in the class  **Standards:** Physical Education: Standard 7. Demonstrates manipulative and traveling skills in game situations; ELA: Ask and answer questions about key details in a text; ISTE: Standard 1, indicator 1c as found at <https://www.iste.org/standards/for-students> - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.  **Objectives:** Students will integrate technology, reading, and physical education skills to retell key events in a story, compete in a relay race, and create a digital presentation about their experience. Students will demonstrate proper walking, jogging, running and throwing form throughout the relay race. Students will be able to answer questions about key details from the story Enemy Pie. Students will be able to follow and create a sequence of events for a relay race. Students will be able to create a Flipgrid video presentation.  **Differentiation Strategies:** First, my classroom is a safe environment so students feel confident to try activities and ask for help and modifications for movements when needed. Additionally, students will also be offered the options to walk verses run and placing the object verses throwing it into the hoop. Lastly, students who have physical disabilities and need assistance will be provided teacher/adult support to participate in the activities. |

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| **ENGAGEMENT:**  To engage students in this lesson the teacher will begin the lesson by asking, “Who has participated in a relay race?” Next, she will use a projector to display the same question and a T-chart graph on the wall. Students will then pick either a red sticky note if they have never participated in a relay race or a green sticky note if they have and make two lines based on the color they chose. Then the teacher will explain that we are going to race to see which group can place all their sticky notes on the chart first. The teacher will explain how to use the tagging hand, where to go after the next student has been tagged (end of line), and what to do when they get to the end (squat down). The teacher also explains that the students have to stay in their line and that only one person from each team can run to the chart at a time to place their sticky note. The teacher will explain that all students must be squatting for their team to win.  Assessment: The formative assessment for the engagement portion of this lesson will be a checklist for the teacher. She will be looking at the number of sticky notes for each category on the T-chart as well as the students following directions of only having one runner at a time, using the correct hand for tagging, and then squatting down when they return to their line after their turn. |
| **EXPLORATION:**  Students will use this time to explore the connection between literacy and physical education using a lesson plan created on lessonplans.symbaloo.com. Students will begin by using the class code to login to the lesson. They will then progress through a series of activities using the digital lesson plan platform. This lesson will begin with students watch a read aloud of the book Enemy Pie and then they will complete a series of comprehension questions about the book to check for understanding. Next the students will be tasked to complete a relay race to build their own enemy pie. The ingredients for this pie will be equipment we use in P.E. The lesson plan and class code for this lesson is <https://learningpaths.symbaloo.com/start?accessCode=77263> or students can go to [www.lessonplans.symbaloo.com](http://www.lessonplans.symbaloo.com) and enter the code 77263 to access the lesson.  Assessment: Assessment during this stage of the lesson will happen with real time results from [www.lessonplans.symbaloo.com](http://www.lessonplans.symbaloo.com). This will allow me to track each teams progress through the lesson as well as their responses to the questions. Additionally, during the relay portion of this activity the teacher will use a checklist to assess each student on the correct use of the tag hand, squatting down after completing their turn, correct running form and accurate throwing form. |
| **EXPLANATION:**  During this portion of the lesson the teacher will begin by asking students to summarize the activities they just completed. She will ask them what movements they had to use. Then she will explain the concept of relay races to students, as well as, demonstrate correct running posture and throwing form to students. She will guide conversation by asking the following questions:   * What is a relay race? What are the rules that all relay races must follow? What must happen for a race to be considered a relay? * Why is it important to use correct running and throwing form when playing sports? What could happen if you didn’t?   Assessment: The teacher will use a checklist to monitor student participation in the conversation and understanding of the concepts. |
| **ELABORATION:**  To elaborate further on this lesson, students will use this link, <https://www.youtube.com/watch?v=0gyI6ykDwds>, to listen to *Going on a Bear Hunt* by M. Rosen and H. Oxenbury. Upon completion of the book, the students on each team will collaborate and create their own relay challenge. Students will be required to include both a running and throwing aspect in their relay races. In addition to the two required movements the students will determine any additional equipment, manipulative and locomotor movements, and sequence they would use for the relay. They will then use this information to create a Flipgrid video presentation. The video should include the directions for how to complete their relay race. The Flipgrid page for this portion of the assignment can be accessed using this link,  <https://flipgrid.com/868c83>.  Assessment: The Flipgrids created will be used as the assessment for this portion of the lesson. The teacher will be assessing each group’s instructions for completing a relay and that the relay race includes at least four different tasks/movements to complete. |
| **EVALUATION:**  Evaluation will be completed throughout each stage of this lesson. The teacher will be formatively evaluating the following during each part of the lesson:  **Engagement – Activity #1: Sticky Notes** - The teacher will assess prior knowledge through the use of the sticky notes to check for understanding.  **Engagement – Activity #2: Sticky Note Relay Race.** The teacher will use a checklist for assessment of the locomotor and manipulative skills being practiced, as well as the ability to follow the directions to complete a relay race.  **Exploration –** The teacher will use the real-time data provided by [www.lessonplan.symbaloo.com](http://www.lessonplan.symbaloo.com) to assess student progress. Additionally, the teacher will use a checklist to assess students’ running and throwing forms and if they correctly follow the relay instructions in the lesson plan.  **Explanation –** The teacher will use question and answer to monitor students understanding of the vocabulary and concepts being taught. The teacher will keep track of student participation and responses using a teacher-made checklist.  **Elaboration –**The teacher will use the Flipgrid video to assess students’ instructions, the inclusion of a minimum of 4 tasks in the relay, and the use of proper running, walking and throwing form if applicable. The students’ videos can be found at this link <https://flipgrid.com/868c83>  As a summative assessment for this lesson the teacher will use the following rubric to assess students’ mastery of the standards.  **Assessment of Flipgrid Relay Lesson**  **Grade:** 2nd  **Class:** Keaton **Date:** 1.21.18   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Student** | **Engagement:**  **T-Chart** | **Exploration:**  **Symbaloo**  **Relay Race** | **Explanation:**  **Questions and Answer Session** | **Elaboration:**  **Flipgrid Presentation** | | Zion C | + | + | + | + | | Kinsley E | + | + | - | + | | Tamerra H | + | + | + | + | | Makaii H | + | - | - | - | | Tony H | + | + | + | + | | Ca’Miya L | + | + | + | + | | McKinley L | + | + | + | + | | Oliver N | + | + | - | - | | Kyla P | - | + | - | + | | Nyla P | + | + | + | + | | KJ W | + | + | + | + | | Jayden W | + | + | + | + | | Jeffery W | - | - | - | + | | Javorious W | + | + | + | + | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  |   Participation = plus symbol (+)  Non-participation = negative symbol (-)    **Technology Proficiency Assessment of Flipgrid Presentation**  **Grade:2nd**   **Class:** Keaton **Date:** 1.21.18  *Indicate student’s name in appropriate column.*     |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Category** | **Concept Understood** | **Concept Mostly Understood** | **Concept Somewhat Understood** | **Concept Not Understood** | | **Collaboration with Group Members** | Javorious |  |  |  | | **Digital Citizenship** | Javorious |  |  |  | | **Innovative Designers** | Javorious |  |  |  | | **Proper Internet Search** | Javorious |  |  |  | | **Overall Presentation** | Javorious |  |  |  |   **Work Samples**  The following screenshots are of the group results for the Exploration phase of this lesson using lessonplans.symbaloo.com.    The following work samples are from the writing portion of the elaboration phase of this lesson. Students were required to write the steps for their relay races before creating their flipgrid video.  ../../Pictures/Photos%20Library.photoslibrary/Masters/2018/03/02/20180302-180540/IMG_1257.JPG../../Pictures/Photos%20Library.photoslibrary/Masters/2018/03/02/20180302-180540/IMG_1256.JPG  The final technology product for this lesson can be found at the following link, <https://flipgrid.com/868c83>. |